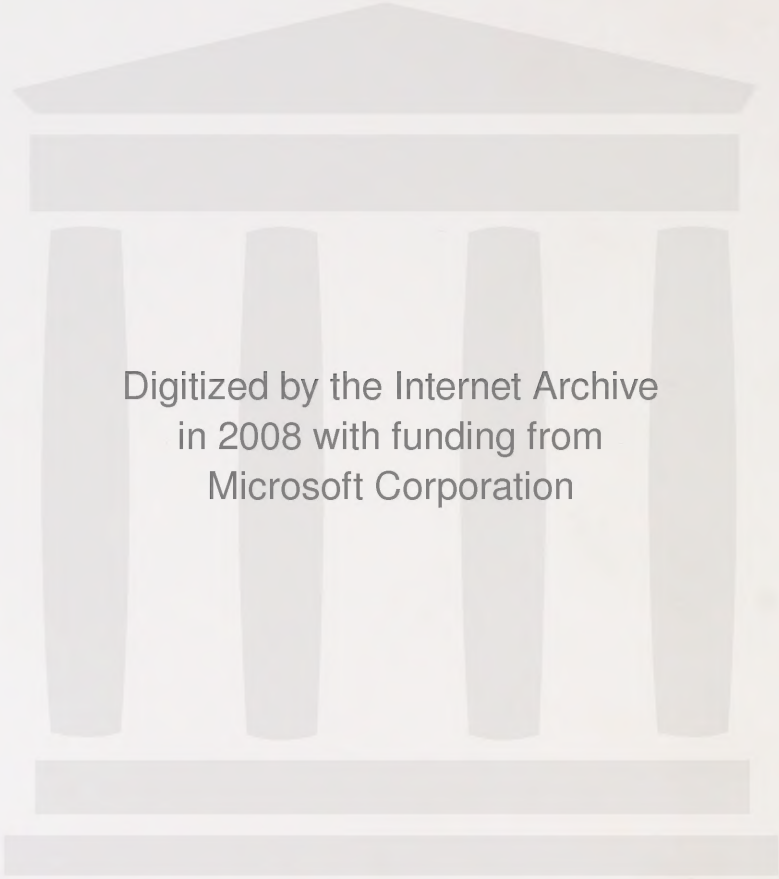
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Kingston, Ont.

QUEEN'S UNIVERSITY

Faculty of Education

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ANNUAL CALENDAR

TWELFTH SESSION, 1918-1919 .

KINGSTON:
PRINTED FOR THE UNIVERSITY BY THE JACKSON PRESS
1918

QUEEN'S UNIVERSITY.

This Calendar is for the use of persons intending to take a University course in the *Faculty of Education.*

For *Arts* and *Theology* Calendars address THE REGISTRAR, Queen's University, Kingston, Ontario.

For *Medical Calendar* apply to THE SECRETARY, Faculty of Medicine, Queen's University, Kingston, Ontario.

For *Science* Calendar (School of Mining), including all courses in Engineering, address THE SECRETARY of the Faculty of Applied Science, Queen's University, Kingston, Ontario.

For lists of graduates, students, scholarships and prizes and pass lists in all Faculties, see complete Arts Calendar.

The Arts Calendar, Part II, contains the lists of graduates, undergraduates, winners of scholarships and prizes, and examination results in all Faculties. It may be had from THE REGISTRAR, price 25 cents, postage 12 cents extra.

The Examination Papers in all Faculties may be had bound for fifty cents, postage fifteen cents extra. Apply to THE REGISTRAR.

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CALENDAR FOR 1918

JANUARY							FEBRUARY							MARCH							APRIL						
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CALENDAR FOR 1919

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FACULTY OF EDUCATION.

Principal: R. BRUCE TAYLOR, M.A., D.D.

Dean: H. T. J. COLEMAN, B.A., Ph.D.

Secretary: W. E. MACPHERSON, B.A., LL.B.

Registrar and Treasurer: GEO. Y. CHOWN, B.A.

OFFICERS OF INSTRUCTION.

Session 1918-1919

LIEUT. JAMES BEWS,
Instructor in Physical Training.

R. M. CHASE, B.A., 252 Albert St.
Lecturer in Music.

H. T. J. COLEMAN, B.A., Ph.D., Union St. W
Professor of the Science of Education and Lecturer in Elementary Education.

AUGUSTUS F. HATCH, B.A., 90 Frontenac St.
Lecturer in Manual Training.

R. KEITH HICKS, M.A. 44 Collingwood St.
Lecturer in French.

A. P. KNIGHT, M.A., M.D., F.R.S.C., Alice St.
Lecturer in Hygiene and Physical Culture.

W. T. MACCLEMENT, M.A., D.Sc., University Grounds
Lecturer in Science and Nature Study.

J. F. MACDONALD, M.A., 175 Stuart St.
Lecturer in English.

W. E. MACPHERSON, B.A., LL.B., 4 College St.
Professor of the History of Education and Lecturer in History and Geography.

JOHN MATHESON, M.A., Alice St.
Lecturer in Mathematics.

G. S. OTTO, B.A.
Lecturer in German.

W. M. SHURTLEFF, B.A., 118 Victoria St.
Lecturer in Art and in Commercial Work.

G. R. SMITH, B.A.,
Lecturer in Mathematics.

E. O. SLITER, M.A., 320 Alfred St.
Lecturer in Classics and Director of Practice Teaching in the Collegiate Institute.

J. RUSSELL STUART, 75 Alfred St.
Lecturer in Elementary Education and Director of Practice Teaching in Victoria School.

Members of the Staff of the Kingston Collegiate Institute who act as Critic Teachers.

Wm. G. Anderson, B.A. .....343 Albert St.

Cora T Casselman, B.A. .....44 O'Kill St

Hattie L. Chown .....479 Princess St.

Florence M. Elliott, B.A. .....94 Barrie St.

J. W. Fraser, B.A. .....13 Mack St.

W. P. Hedley, B.A. .....300 University Ave

Elizabeth Henstridge, M.A. .....31 Pembroke St.

Samuel Hitsman, B.A. .....331½ Brock St.

J. W. Kelly, B.A. .....181 Johnston St.

W. J. Saunders, M.A., M.S. .....124 Beverley St.

Members of the Staff of Victoria School who act as Critic Teachers.

J. G. Ettinger, B.A. .....437 King St. W.

Emma Abrams .....30 Aberdeen St.

Isabel Bureau .....33 Union St.

Hattie Conley .....30 Aberdeen St.

Evelyn Fraser .....34 Aberdeen St.

Florence Hentig .....558 Princess St.

Elizabeth Hoppin .....276 Wellington St.

Grace Laturney .....105 Frontenac St.

Nellie Spooner, B.A. .....69 Colborne St.

ACADEMIC YEAR.

1918

Oct. 1. Registration for Main and Supplementary Session.

Oct. 2. Classes in Education open at 10 a.m.

Dec. 20. Christmas holidays begin, at 12 noon.
Supplementary Session closes.

1919

Jan. 7. Classes reopen.

Mar. 5. Ash Wednesday—a holiday.

Apr. 18. Easter Holidays begin.

Apr. 28. Classes resume after Easter vacation.

June 20. Session closes.

GENERAL INFORMATION.

The twelfth session of the Faculty of Education in Queen's University will open October 1, 1918, and close June 20, 1919.

The Faculty of Education is the University's professional school of education. It trains candidates for diplomas in Education, and in particular for Provincial certificates as First-class Public School Teachers, High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, and Science. It offers courses and conducts examinations for degrees in Pedagogy.

All classes except such as are directly practical are held in the Arts building of the University, and every opportunity is given to the students to share to the full in all phases of University life. The Victoria Public School and the Kingston Collegiate Institute, situated within one minute's walk from each other, and a block from the University, are used by the Faculty as model schools for observation and practice.

Application for admission to the Faculty should be made to the Secretary of the Faculty of Education, Queen's University, Kingston, before the commencement of the session, and applications for examinations before April 1st. All fees should be paid to the Registrar of the University.

EXPENSES OF COURSE.

The following statement of expenses (taken from the Arts Calendar) is based on information obtained from students who have kept an account of their expenditures. The estimates do not include personal expenses.

For a Session (October to May).

Board, lodging and laundry	$130	to	$180
Books, stationery, etc.	15	to	25
Fees	25	"	25
	$170		$230

The expenses for the longer session in Education will of course be proportionately greater as far as board, lodging, etc., are concerned.

The average student pays for table-board from $3.25 to $3.75 a week; and for room from $1.25 to $2.00 a week. A few pay as little as $4.00 for board and room; others pay $6.00 or more. Anyone, however, may count on finding satisfactory board and lodging at from $5.00 to $5.25 a week.

BOARDING HOUSES.

Lists of Boarding Houses may be obtained from the Registrar, or from the Secretary of the Faculty. Requests for these should state whether they are required for men or women students.

Men and women students are not permitted to lodge in the same houses unless they are members of the same family or receive special permission from the Senate. A list of approved houses where suitable accommodation is provided for women students will be furnished on application to the Registrar or to the Secretary of the Faculty.

DEAN OF WOMEN.

The University has appointed Mrs. W. E. McNeill, M.A., as Dean of Women. Her duties are to assist women students in planning their courses, to give them information and help of various kinds, and to advise them in all matters in which they feel the need of counsel.

Mrs. McNeill may be reached by correspondence addressed to her at the University; and during term time she may be consulted at her office in Carruthers Hall.

COURSES

The following Courses are offered:

I. Courses for Interim First Class A and Grade B, Ordinary High School, and High School Specialists' certificates, and for Elementary certificates in Physical Culture.

II. Courses for the B.Paed. and D.Paed. degrees.

The courses and regulations for Provincial certificates as defined herein are valid only for the year 1918-19.

COURSES FOR INTERIM FIRST CLASS GRADE A, GRADE B, ORDINARY HIGH SCHOOL AND HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

SESSIONS

1. (1) (*a*) Enrolment in classes of the Main session will begin Tuesday, October 1, at 10 a.m., and the instruction will begin October 2, at 10 a.m. The Autumn Term will end Friday, December 20, at 12 noon, and the Easter Term will begin Tuesday, January 7, at 9 a.m. The Easter vacation will begin Thursday, April 17, at 12 noon, and end at 9 a.m. Tuesday, April 29. The Main session will end June 20th.

(*b*) Subject to the approval of the Minister of Education candidates for First Class Grade B or Ordinary High School certificates who are required to re-attend may enter January 7th and remain until the close of the session in June.

(2) Enrolment in the classes of the Supplementary Session will begin Tuesday, October 1, at 10 a.m., and the instruction will begin October 2 at 10 a.m. The Supplementary Session will end Friday, December 20th, at 12 noon.

(3) Courses for Interim First Class Grade B, Ordinary High School, and High School Specialist's certificates will be given in the Main Session; courses for First Class Grade A certificates in the Supplementary Session; courses for Elementary certificates in Physical Culture in both the Main and the Supplementary Sessions.

DUTIES OF STUDENTS

2. (1) All students are required to review, before the session opens, such Public and High School courses as are the academic bases of the professional courses in the Faculty of Education.

(2) Regular attendance is indispensable, except for such students as are exempt from attendance under the regulations of the Department of Education, and for such other students of the Main session as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of two weeks, as substitute teachers in those schools of the Provincial system of Ontario for which their course of training is intended to fit them. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(3) (*a*) Students whose class-work shows them to be unduly deficient in scholarship or whose conduct or progress is unsatisfactory, will be dismissed from attendance by the Dean at any time during the session. The names of students found to be deficient in scholarship will be reported to the Dean before the Christmas vacation by the Masters in charge of the classes concerned.

(*b*) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEES

3. (1) (*a*) The annual fee for the Course for Interim First Class Grade B or Ordinary High School certificates, which includes the library, gymnasium, and examination fees, is $25.00; that for the course for Interim First Class Grade A certificates is $15. The fee for the examination in the Course for Interim First Class Grade B or High School Assistants' certificates (with Specialists' certificates) when the examination is not taken during the Main session or when it is taken by students not in attendance, will be $20.00, or $5.00 for each of Parts I and III and $10.00 for Part II, i.e., $5.00 for Group A and $5.00 for Group B; that for the examination for Interim First Class Grade A certificates $10.00, i.e., $5.00 for Part I and $5.00 for Part II. The fee for the University diploma will be $2.00.

(*b*) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be $5.00 per course or per examination, as the case may be.

(*c*) As the course for the Elementary certificate in Physical Culture is an obligatory part of the course for Interim Ordinary High

School certificates and of one of the courses for Interim First Class Grade A certificates, an additional fee is not required.

(2) All students exempt from attendance who are duly registered in the Course for Interim First Class Grade B or Ordinary High School certificates, and who pay a fee of $10.00 (which will not in this case include the fee for examination) may receive from the staff of the Faculty of Education such guidance in their courses as may be reasonably expected by such students.

STUDENT SOCIETIES

4. Various religious, athletic, literary, and dramatic associations are formed in the University each session. For professional improvement all students are advised to share in the activities of these associations.

APPEALS

5. The answer papers of the final examinations of all unsuccessful candidates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact, any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal with a statement of the grounds upon which it is based and with a fee of $2.00. If made within the two weeks following the fee will be $5.00 ,and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

A.

COURSE FOR INTERIM FIRST CLASS GRADE B CERTIFICATES

PURPOSE

6. The Course for Interim First Class Grade B certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools and of Grade C Continuation Schools.

CONDITIONS OF ADMISSION

7. (1) Except as provided in (2) below, an applicant for admission to the Course for an Interim First Class Grade B certificate should make application not later than October 1 ,to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit with this application, on official forms also to be supplied by the Secretary:

FIRST CLASS GRADE B CERTIFICATES

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 18 years of age before October 1, 1918.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3) (*b*).

(*d*) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial Schools of Ontario, for at least the first year of his subsequent teaching experience.

Notice.—A violation of this agreement will render the certificate invalid.

(*e*) A certificate from a competent authority that he is a British subject.

(*f*) One of the following:

(i) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to the content of the undergraduate courses.

(ii) His Senior Teachers' certificate.

(iii) His full certificate for admission into the Faculties of Education.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, Queen's University, on an official form to be obtained from the Secretary.

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Public, Separate and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional textbooks whose titles appear with asterisks in the lists given below under each subject of the course. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education and in the University Library.

PROGRAMME OF STUDIES

9. The course of training consists of three Parts as follows:

Part I:

The History of Education, the Science of Education, School Management.

Part II, Group A:

Special Methods in the following subjects of Forms I-V of the Public Schools, and of Grade C Continuation Schools: Spelling, Composition, Grammar, Literature; History; Arithmetic, Algebra, Geometry; Geography, Elementary Science; Latin; and (optional), one of French, German or Greek.

Note.—As the Methodology of Greek is practically the same as that of Latin and that of German the same as that of French, no special provision will be made herein for courses in methods in Greek and German; but students who take Greek or German will be required to make the necessary applications of Methods in Greek and German in the practical work in Observation and Teaching.

Group B:

Writing; Reading; Art; Vocal Music; Physical Culture; Hygiene; Nature Study; Manual Training; Household Science (for women).

Part III:

Observation and practice-teaching in the Kindergarten-primary and Forms I-IV of urban Public Schools and the Lower School of the High Schools, with observation in the Kindergarten, Form V, and ungraded rural Public Schools.

MODIFICATIONS OF COURSE

10. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects in Part II, Group A, as will suit the conditions of candidates for Provincial certificates who obtained their academic standing in courses which did not include Latin.

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, Vocal Music, and the Commercial subjects, may be exempted from examinations in said subject or subjects, but will take the observation course in the subject or subjects concerned.

(3) Students who have passed in the Manual Training, Household Science, or Writing of the Lower School, or in the Art of the Middle School shall complete, to the satisfaction of the instructor or instructors therein, the methodology, but will be exempted from the extension work of the course or courses concerned.

(4) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, shall such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSE

11. (1) The following introductory work will be taken up at the beginning of the session:

(*a*) About 20 lectures upon the topics *Introduction* and *General Method* in the course in the Science of Education. (See chapters I-III, IV-XVIII of the Ontario Normal School Manual, *The Science of Education*).

(*b*) A discussion of the functional value of each of the courses defined herein.

(*c*) Supervised observation and practice-teaching lessons, at least ten each, in the different grades or forms of the Public and Separate Schools and Lower Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Group A, will be accompanied by a review, from the academic standpoint, of such portions of the course in each subject in the Group as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. In the course in the subjects of Part II, Group B, will be included such an extension of the work beyond the limits set by the courses of the Public Schools as time will permit.

(3) In the order and the grouping of the courses in the various subjects, due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

(4) So far as conditions permit, the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (*a*) The programme of instruction for each class, exclusive of observation and practice-teaching, will require the equivalent of 22 class-periods of 45 minutes each weekly during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 40, Science of Education 60, School Management 50, Spelling 5, Literature 40, Grammar 40, and Composition 40, Arithmetic 40, Algebra 15, Geometry 15, History 20, Nature Study 30, Elementary Science 20, Geography 25, Latin 25, French 15, Music 30, Manual Training 35, Household Science 35, Reading 30, Art 45, Writing 10, Physical Culture 30, Hygiene 15.

(*b*) (i) The Courses in the Science of Education and School Management will begin at opening of the session and that in the History of Education in January. These courses will continue until completed.

(ii) The Courses in English, Mathematics, Music, and Physical Culture will begin at the opening of the session and will continue throughout the session.

(iii) The course in Spelling will be completed early in the session. The course in Writing will be supplemented by subsequent practical exercises. The course in Hygiene will begin at the opening of the session and will be completed by the end of the Autumn term. Additional practice in Reading will be given in the Literature course.

(iv) The courses in the other subjects will begin as may be arranged by the Dean and will continue until completed.

(*c*) The observation work will begin in the third week of the session and the practice teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

12. (1) The Introductory Course defined above will be followed by systematic observation and practice-teaching under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the student belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (*a*) The observation and practice-teaching lessons for each student will be arranged to represent, as far as practicable, the work of the Public and Separate Schools in all subjects and grades, including

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

the Kindergarten-primary, and the work of the Lower Schools of the High Schools. There will also be supervised observation in the Kindergarten and in ungraded rural Public Schools.

(*b*) Continuous practice-teaching for several periods toward the end of the course will be required, the student being wholly responsible for the management of the class.

(4) Students will be notified of the subject and the scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (*a*) Model lessons will be taught by the teachers of the practice schools in accordance with the regular programme of the said schools.

(*b*) The instructors of the Faculty of Education will develop the details of their subject in their teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(7) (*a*) The necessary applications of the Science of Education and of special methodology will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the child's mind and growth. Throughout the course, the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable, the instructors in the Faculty of Education will be present at the observation lessons and practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

SUBJECTS AND STANDARDS

13. (1) For examination purposes the courses in Parts I, II, and III, are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Management.

Part II, Group A: Spelling, Composition, Literature, Grammar, History, Arithmetic, Algebra, Geometry, Geography, Elementary Science, Latin, French.

Part II, Group B: Reading, Writing, Art, Vocal Music, Physical Culture, Hygiene, Nature Study, Manual Training, Household Science (for women).

Part III: Observation; practice-teaching.

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

(2) (*a*) Subject to the conditions prescribed herein the final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and of Groups A and B of Part II, and by the result of the records of the observation and practice-teaching of Part III.

(*b*) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe

(*c*) There will be final examinations in the subjects of Parts I and II, on the completion of the course concerned.

(*d*) At the examinations in Part II, Group A, each paper will contain questions in Methodology, based upon the academic subjects which will test the candidate's academic knowledge, and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) (i) With the exception of Spelling and Writing, to each of which 50 marks will be assigned, the maximum marks assigned to each subject in Parts I and II will be 100. In the subjects of Part I and of Part II, Group A, and in the Hygiene of Part II, Group B, a maximum of 40% of the marks will be assigned to the sessional records, and 60% to the final written examination. In the subjects of Part II, Group B, except Hygiene, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examination.

(*f*) A maximum of 800 marks will be assigned to practice-teaching and of 400 to observation. The standing of students in observation and in practice-teaching will be based upon their record in the lessons following those which form part of the Introductory Courses.

CERTIFICATES

14. (1) (*a*) A student who is nineteen years of age before October 1st, 1918, and who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II Group A, and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim First Class Grade B certificate.

(*b*) A student who is not nineteen years of age before October 1st, 1918, and who obtains 40% of the marks in each subject and 60% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education an Interim Second Class certificate. After a year's successful experience in the Provincial schools and on the recommendation of the inspector or inspectors concerned, the Interim Second Class certificate

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

may, on application to the Minister of Education, be exchanged for an Interim First Class Grade B certificate.

(2) A student who fails to obtain a First Class Grade B certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, may, on the recommendation of the examiners, be granted by the Minister of Education an Interim Second Class certificate and be exempted during a period of two years from further attendance at a Faculty of Education in order to obtain a First Class Grade B certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Candidates who are exempted from attendance at a Faculty of Education as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Part or Parts in which they failed.

(ii) Candidates who hold Permanent Second Class certificates with the academic standing required for admission to the Faculties of Education and who submit certificates of at least three years' successful experience from the Public or Separate School inspectors under whom they have taught during that period, will be exempted from attendance, but will take the final examinations prescribed for Parts I and II, Groups A and B, and must also satisfy the examiners by practical tests of their ability to teach the subjects of Form V of the Public Schools and of Grade C Continuation Schools.

(iii) Candidates who failed at an examination for First Class certificates under regulations in force before 1917-18, and who were exempted from subsequent attendance at a Faculty of Education, will take, not later than a date determined in each case by the Minister of Education, the final examinations as prescribed herein for Parts I and II, Groups A and B, one or both, as the case may be, but their standing will be determined in the Part or Parts as constituted under the regulations in force when they first wrote.

(iv) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other Provinces or countries and who are required to write on the final examinations of the Faculties of Education, will take all final examinations in the subjects of Parts I and II, Groups A and B, and will also satisfy the examiners by teaching and other tests that they are competent for the work in Part II.

(*b*) (i) The pass standard for all candidates exempt from attendance will be 40% of the marks for each subject and 60% of the aggregate

FIRST CLASS GRADE B CERTIFICATES—*Cont.*

of marks in each of Parts I, II, Group A, and II, Group B, and 60% in the teaching of Part III.

(ii) No allowance will be made for former sessional work, if any, in the case of candidates not in attendance.

(iii) The final examinations in Reading, Vocal Music, and Physical Culture for students exempt from attendance will include written tests, and also practical tests, to each of which 60 marks will be assigned. In Writing and in Spelling, students exempt from attendance must pass examinations which will test their academic as well as professioaal competency.

(*c*) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Parts I and II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examinations of candidates in attendance.

(ii) Candidates exempt from attendance may take their written examinations in Parts I and II at Kingston or at such local centres and under such condition as may be determined by the Senate. They must however, take their practical tests in Reading, Vocal Music, and Physical Culture and Teaching at Kingston.

DIPLOMAS.

15. Successful candidates who are awarded Interim First Class Grade B certificates by the Minister of Education, and such other successful candidates as were admitted to the course under Section 7 (2) may be awarded University diplomas.

B.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES

PURPOSE.

16. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION

17. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School certificate should make application not later than October 1st, to the Secretary of the Faculty of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

ORDINARY HIGH SCHOOL CERTIFICATES

(*a*) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative or other person cognizant of the fact, that the applicant will be at least 20 years of age before the first of October, 1918.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

(*c*) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Faculty of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3) (*b*).

(*d*) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in the Provincial schools of Ontario, for at least the first year of his subsequent teaching experience.

Notice.—A violation of this agreement will render the certificate invalid.

(*e*) A certificate from a competent authority that he is a British subject.

(*f*) His certificate of graduation as a Bachelor or Master of Arts from a British university after a regular university course approved of by the Minister of Education as to standard and as to content of the undergraduate courses.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Faculty of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Faculty of Education, Queen's University, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

18. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For observation and practice-teaching students should supply themselves with copies of the text-books authorized for use in the above named grades of schools. They should also supply themselves with the professional text-books whose titles are marked by asterisks in the lists given below each subject. In certain cases, especially in the courses in meth-

ods, the instructor may require additional or alternative text-books. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Faculty of Education and the University Library.

PROGRAMME OF STUDIES

19. The course of training for Interim Ordinary High School certificates consists of three parts as follows:

Part I: The History of Education, the Science of Education, School Management.

Part II, Group A: Grammar, Literature, Composition; History; Arithmetic, Algebra, Geometry; Geography; Latin; and any one of the following: French, German, Greek, Science (Physics, Chemistry, Biology).

Part II, Group B: Reading; Physical Culture, Hygiene, Vocal Music (optional).

Part III: Observation and practice-teaching in the Lower and Middle Schools of the High Schools, with observation in the Upper School of the High Schools.

MODIFICATION OF COURSES

20. Students who hold Provincial professional certificates in Physical Culture will be exempted from the examinations thereon but will take the Observation and Practice-teaching therefor.

ORGANIZATION OF COURSES

21. (1) The following introductory work will be taken up at the beginning of the session:

(a) Not more than 20 lectures upon the topics *Introduction and General Method* in the course in the Science of Education.

(*b*) A discussion of the functional value of each of the courses defined herein.

(*c*) Supervised observation and practice lessons, at least ten each, in the different grades or forms of the Lower and Middle Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Part II, Group A, will be accompanied by a review from the academic standpoint of such portions of each subject in the Group as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation. The courses in the Reading, Physical Culture, and Vocal Music of Part II, Group B,

will include academic instruction in these subjects as well as their methodology.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (*a*) The programme of instruction, exclusive of observation and practice-teaching will require about 20 lectures of 45 minutes each, weekly, during the session. These lectures will be distributed among the various prescribed courses approximately as follows: History of Education 50, Science of Education 70, School Management 50, English 90, Mathematics 90, Reading 20, History 15, Geography 15, Latin 35, French 30, German 25, Greek 25, Science 50, Physical Culture 100, Hygiene 15, Vocal Music 30.

(*b*) (i) The courses in the Science of Education and School Management will begin at the opening of the session, that in the History of Education in January. These courses will continue until completed.

(ii) The course in Mathematics, English, Physical Culture and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the observation and practice-teaching and will continue until completed.

(*c*) The observation work will begin in the third week of the session, and the practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 observation lessons and 20 practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

22. (1) The introductory course defined herein will be followed by systematic observation and practice teaching, under the general supervision of the instructors in the Faculty of Education.

(2) The students will be divided into suitable groups, and the work of observation and practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the teacher-in-training belongs will be present at the discussions on his observation and practice-teaching lessons.

(3) (*a*) The observation and practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of

ORDINARY HIGH SCHOOL CERTIFICATES—*Cont.*

the High Schools. There will also be observation in the Upper School of the High School.

(*b*) So far as practicable continuous practice-teaching for several periods towards the end of the course will be required, the students being wholly responsible for the management of the classes.

(4) Students will be notified of the subject and the scope of the observation lesson, and should prepare the lesson beforehand. After observing the lesson, they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each practice-teaching lesson for submission to the teacher.

(6) (*a*) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(*b*) The instructors of the Faculty of Education will develop the details of their subject in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(7) (*a*) The necessary applications of the Science of Education and of Special Method will be made systematically in connection with the observation lessons and the practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course, the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(*b*) As far as practicable the instructors of the Faculty of Education will be present at the observation lessons and practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

23. (1) For examination purposes the courses are classified into the following subjects:

Part I: The History of Education, the Science of Education, and School Management.

Part II, Group A: Literature, Grammar, Composition, History, Arithmetic, Algebra, Geometry, Geography, Latin, Science, French, German, Greek.

Part II, Group B: Reading, Physical Culture, Hygiene, Vocal Music.

Part III: Observation; practice-teaching.

(2) (*a*) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II, and by the result of the records of the observation and practice-teaching of Part III.

(*b*) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

ORDINARY HIGH SCHOOL CERTIFICATES—*Cont.*

(*c*) There will be final examinations in the subjects of Parts I and II on the completion of the course concerned.

(*d*) At the examinations in Part II, Group A, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(*e*) The maximum marks assigned to subjects in Parts I and II will be 100. In all subjects except Reading, Physical Culture, and Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Reading, Physical Culture, and Vocal Music, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for Elementary certificates in Physical Culture are given on page 33.

(*f*) A maximum of 800 marks will be assigned to practice-teaching and 400 to observation. The standing of the student in observation and in practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

24. (1) A student who obtains 40% of the marks in each subject of Parts I and II, and 60% of the aggregate of the marks in each of Parts I, II, Group A; and II, Group B, and in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School certificate.

(2) A student who fails to obtain an Interim Ordinary High School certificate, but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of the marks in each of Parts I, II, Group A, and II, Group B, will be exempted by the Minister of Education during a period of two years from attendance at a Faculty of Education in order to obtain an Interim Ordinary High School certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (*a*) (i) Students who are exempted from attendance at a Faculty of Education, as provided in (2) above, may take, and must complete within two years, the examination or examinations in the Part or Parts in which they failed. At the expiry of two years all rights as to exemption from attendance under (2) above and all credits for Parts taken are cancelled.

ORDINARY HIGH SCHOOL CERTIFICATES—*Cont.*

(ii) Candidates who failed at an examination under Regulations in force prior to 1917-18 and who were exempted from subsequent attendance at a Faculty of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers prescribed in Parts I and II, one or both, as the case may be. but their standing will be determined in the Part or Parts as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at a Faculty of Education on account of equivalent training in other provinces or countries and who are required to write on the final examinations of the Faculties of Education will take the prescribed final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work of Part II.

(*b*) (i) The pass standard for candidates exempt from attendance will be 40% of the marks in each subject of Parts I and II, and 60% of the aggregate of marks in each of Parts I, II, Group A, and II, Group B, and 60% in the teaching of Part III.

(ii) No allowance will be made for sessional work if any in the case of candidates not in attendance.

(iii) The final examinations in Reading, Physical Culture and Vocal Music for students exempt from attendance, will include both a practical and a written test, 40 marks being assigned to the written test and 60 to the practical test.

(*c*) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examination in Parts I and II at Kingston, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Physical Culture, Vocal Music, and Teaching at Kingston.

(5) The condition under which Elementary certificates in Physical Culture will be awarded are defined on page 32.

DIPLOMAS

25. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 17 (2) may be awarded University diplomas.

C.

COURSES FOR INTERIM FIRST CLASS GRADE A CERTIFICATES

PURPOSE

26. (1) *a*) Course I for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public and Separate Schools, and of Grade C Continuation Schools.

(*b*) Course II for Interim First Class Grade A certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of Grade B Continuation Schools. Course II also prepares candidates for the Elementary certificate in Physical Culture.

CONDITIONS OF ADMISSION

27. An applicant for admission to a course for an Interim First Class Grade A certificate should make application not later than October 1st to the Secretary of the Faculty of Education on a form to be obtained from him, and should submit with his application:

(*a*) His Ordinary High School or High School Specialist's certificate if he is an applicant for admission to Course I.

(*b*) His First Class Grade B or First Class certificate if he is an applicant for admission to Course II.

TEXT-BOOKS

28. The text-books for the academic review are those prescribed for the Public, Separate, and High Schools of Ontario in each subject of the student's course.

Students should also supply themselves with the professional text-books whose titles are marked by asterisks in the lists given below under each subject of the course. Students' reference books, source books, and encyclopædias to supplement these text-books are free of access in the library of the Faculty of Education and in the University Library.

PROGRAMME OF STUDIES

29. Two courses of training are offered:

Course I.

Part I: School Management; Literature, Composition, History; Arithmetic; Geography, Nature Study, Elementary Science (if not already taken).

Part II: Writing, Reading, Spelling, Vocal Music, Art, Manual Training, Household Science (for women).

FIRST CLASS GRADE A CERTIFICATES

Part III: Observation in the Kindergarten, and Observation and Practice-teaching in Forms I-IV of urban Public Schools, including the Kindergarten Primary.

Course II.

Part I: School Management; Literature, Composition, History; Algebra, Geometry; Latin; and any one of French, German, Greek Science (Physics, Chemistry, Biology).

Part II: Physical Culture.

(The course in Physical Culture will supplement the course in that subject for candidates for First Class Grade B certificates at the Main Session and will lead to an Elementary certificate in the subject).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools with Observation in the Upper Schools of the High Schools.

MODIFICATIONS OF COURSES

30. (1) Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of subjects as will suit the conditions of candidates in Course II who obtained their academic standing in courses which did not include Latin.

(2) Students who hold Provincial professional certificates in Physical Culture, Art, Household Science, Manual Training, or Vocal Music may be exempted from the courses and examinations in said subject or subjects, but will take the Observation and Practice-teaching in the subject or subjects concerned.

(3) In the oral examinations and exercises in Vocal Music the instructor will give due consideration to the claims of the candidates who report themselves as incapable of learning to sing, provided that such claims are presented to the instructor at the beginning of the session. In no case, however, will such consideration involve exemption from attendance at the classes or from the written examinations in the subject. If any candidate is unable to teach music that fact will be stated on his certificate.

ORGANIZATION OF COURSES

31. (1) The instruction in the special methodology of the subjects of both courses will be accompanied by a review of such subjects from the academic standpoint. This review will be limited to such portions of the courses in each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

FIRST CLASS GRADE A CERTIFICATES—*Cont.*

(2) In the order and grouping of the courses in the various subjects, due regard will be had to the character of each subject and to its correlations with other subjects.

(3) The programme of instruction for each class in each course will require approximately 22 lesson-periods of 45 minutes each weekly during the session. These lesson-periods will be distributed among the various subjects of Course I approximately as follows: School Management 5, Spelling 5, Reading 20, Literature 15, Composition 15, History 5, Arithmetic 20, Geography 10, Nature Study 15, Elementary Science 10, Music 20, Writing 5, Art 35, Manual Training 20, Household Science (for women) 20.

In Course II they will be distributed approximately as follows: School Management 15, Literature 25, Composition 20, History 10, Algebra 15, Geometry 15, Latin 15, Science (Physics, Chemistry, Biology) 30, French 25, German 25, Greek 15, Physical Culture 75.

(4) The courses in Music, and Physical Training will continue throughout the session; those in the other subjects will be taken so far as practicable, in correlation with the Observation and Practice-teaching, and will continue until completed.

(5) The Observation work will begin in the second week of the session and the Practice-teaching in the fourth week. The programme of instruction will include for each student at least 25 Observation lessons and 15 Practice-teaching lessons. These numbers will be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

32. 1) So far as practicable the Observation and Practice-teaching of Course I will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim First Class Grade B certificate (see p. 14).

(2) So far as practicable the Observation and Practice-teaching of Course II will be subject to the same general regulations and conditions as are prescribed for the Observation and Practice-teaching of the course for the Interim Ordinary High School certificate (see p. 21).

EXAMINATIONS

33. (1) For purposes of examination Course I is classified into the following subjects:

Part I: School Management, Literature, Composition, History, Arithmetic, Geography, Nature Study, Elementary Science.

Part II: Writing, Reading, Spelling, Vocal Music, Art, Manual Training, Household Science (for women).

Part III: Observation; Practice-teaching.

FIRST CLASS GRADE A CERTIFICATES—*Cont.*

For purposes of examination Course II is classified into the following subjects:

Part I: School Management, Literature, Composition, History, Algebra, Geometry, Latin, Science (Physics, Chemistry, Biology); French, German, Greek.

Part II: Physical Culture.

Part III: Observation; Practice-teaching.

(2) (*a*) The final standing of students will be determined by the result of the records of the Observation and Practice-teaching of Part III, and by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II.

(*b*) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such term examinations as the staff may prescribe.

(*c*) There will be final examinations in the subjects of Parts I and II at the completion of the course concerned.

(*d*) (i) The maximum marks assigned to each subject in Parts I and II will be 100. In all subjects except Music, Art, Manual Training, and Household Science, 40% of the marks will be assigned to the sessional records and 60% of the marks to the final written examinations. In Music, Art, Manual Training, and Household Science, 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture for the purpose of the course for the Elementary certificate in Physical Culture are given on page 33.

(ii) A maximum of 600 marks will be assigned to Practice-teaching and of 300 to Observation.

CERTIFICATES

34. (1) A student who obtains 40% of the marks in each subject of Parts I and II and 60% of the aggregate of the marks in each part, and in each of the divisions of Part III may, on the recommendation of the examiner, be granted by the Minister of Education as Interim First Class Grade A certificate.

(2) A student who fails to obtain an Interim First Class Grade A certificate but who passes in Part III and makes 35% of the marks in each subject and 55% of the aggregate of marks in each of Parts I and II will be exempted, during a period of two years, from attendance at a Faculty of Education in order to obtain an Interim First Class Grade A certificate.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another supplementary session.

(4) (*a*) (i) Candidates for Interim First Class Grade A certificates who are exempted from attendance at a Faculty of Education as

FIRST CLASS GRADE A CERTIFICATES—*Cont.*

provided in (2) above), must complete within two years the examination in which they failed.

(ii) Candidates who hold First Class Grade B certificates or First Class certificates under former Regulations, and who have taught successfully for at least three years in a Continuation School, or a Form V, of a Public or Separate School of at least two teachers, as certified by the inspectors concerned and approved by the Minister, will be exempted from attendance, but will take the examination prescribed for Part I of Course II, and must also satisfy the examiners by practical tests of their ability to teach the subject sof Grade B Continuation Schools or of the Middle School of the High Schools.

(*b*) (i) The pass standard for students exempt from attendance will be 40% of the marks in each subject and 60% of the aggregate of marks in each Part.

(ii) In the case of candidates not in attendance, no allowance will be made for sessional work, if any, in any subject, and no examinations will be held in Physical Culture.

(iii) The final examination in Music for students exempt from attendance will include a practical test to which 60% of the marks for the subjects will be assigned, and also a written test.

(*c*) (i) Candidates exempt from attendance shall take their examinations in December on dates to be determined by the examiners, or in part, in December and, in part, at such times during the session as are set apart for the examination of candidates in attendance.

(ii) Candidates exempt from attendance may take their written examinations at Kingston or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Music at Kingston.

(5) The conditions under which Elementary certificates in Physical Culture will be awarded are defined on page 32.

D.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE

35. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the Lower, Middle, and Upper Schools of the High Schools and Collegiate Institutes, in certain departments or subjects of the course of the Lower, Middle, and Upper Schools.

HIGH SCHOOL SPECIALIST'S CERTIFICATES

CONDITIONS OF ADMISSION

36. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School certificates. No candidate will be awarded an interim High School Specialists' certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (*a*) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(*b*) A candidate for an Interim High School Specialist's certificate, who holds an Ordinary High School certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

COURSES

37. (1) Courses will be offered for Interim High School Specialists' certificates in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

38. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Faculty of Education or in the University Library.

HIGH SCHOOL SPECIALIST'S CERTIFICATES—*Cont.*

EXAMINATIONS

SUBJECTS AND STANDARDS

39. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the final examinations in the same department or subject. The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the Main session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

40. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who have obtained 60% of the aggregate of marks represented in the sessional records and the records of the final examinations, and who have obtained 60% of the marks assigned to the observation and practice-teaching respectively, in the specialist department.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching respectively, in the specialist course concerned.

3. (*a*) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the Main session at Kingston or at such local centres and under such conditions as may be determined by the Senate.

(*b*) For students not in attendance practical examinations will be held at Kingston, except in the case of those to whose competency the visiting High or Continuation School Inspector certifies, after

due notification to such Inspector of the candidate's intention to take the next ensuing written examination for a specialist's certificate.

E.

COURSE FOR ELEMENTARY CERTIFICATE IN PHYSICAL CULTURE

PURPOSE

41. The course for the Elementary certificate in Physical Culture prepares candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION

42. (1) Students who have been admitted to the course for Interim Ordinary High School certificates will take also the course for Elementary certificates in Physical Culture.

(2) Students who hold First Class Grade B certificates or First Class certificates under former regulations and who have been admitted to the Supplementary course for First Class Grade A certificates will take also the course for the Elementary certificate in Physical Culture.

SESSION

43. (1) For students in the course for Interim Ordinary High School certificates the course for Elementary Certificates in Physical Culture continues throughout the Main session.

(2) For students in Course II of the courses for Interim First Class Grade A certificates the course for Elementary certificates in Physical Culture will continue throughout the Supplementary session.

TEXT-BOOKS

44. Students in the course for Elementary certificates in Physical Culture will supply themselves with such text-books as may be recommended by the instructors from the list given under the details of that subject.

PROGRAMME OF STUDIES

45. The details of the contents of the course for Elementary certificates in Physical Culture are to be found on pages 60 and 61.

EXAMINATIONS

46. The final standing of candidates for the Elementary certificate in Physical Culture will be determined by the results of the sessional

work, final practical tests, and written examinations. The sessional work will be allotted a maximum of 200 marks apportioned as follows: *For Women*: Calisthenics 100, Apparatus work 25, Games and Military Drill 50, Swimming 25. *For Men*: Calisthenics 50, Apparatus work 100, Indoor Games and Athletics 25, Swimming 25. The final practical tests will be allotted a maximum of 400 marks apportioned as follows: *For Women*: Calisthenics 200, Apparatus work 50, Games and Military Drill 100, Swimming 50. *For Men*: Calisthenics 100, Apparatus work 200, Indoor Games and Athletics 50, Swimming 50. The final written examination will consist of two papers or subjects; (*a*) Anatomy; (*b*) Physiology and First Aid, to each of which 100 marks will be allotted.

CERTIFICATES

47. (1) On the recommendation of the examiners the Minister of Education may award an Elementary certificate in Physical Culture to the student in the course for an Interim Ordinary High School certificate or the course for an Interim First Class Grade A certificate (Course II), provided that said student is awarded an Interim Ordinary High School or Interim First Class Grade A certificate and obtains in Physical Culture a minimum of 40% of the aggregate of marks for the sessional work, and also for each subject of the final written examination, 60% of the aggregate marks for the final practical tests, and 60% of the aggregate of marks for the final written examinations.

2. (*a*) No student will be awarded an Elementary certificate in Physical Culture whose attendance or progress in any part of the course has been reported as unsatisfactory.

(*b*) Elementary certificates in Physical Culture will not be granted to candidates who are not in regular attendance in the course for Interim Ordinary High School or Interim First Class Grade A (Course II) certificates.

(*c*) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in Swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in Swimming by the Minister of Education, that fact will be stated in his certificate.

(3) On the recommendation of the examiners the Minister of Education may award Elementary certificates in Physical Culture to the students in Course II for Interim First Class Grade A certificates who fail in said course but who pass in the course for Elementary certificates in Physical Culture.

DETAILS OF COURSES

FOR FIRST CLASS GRADE B, ORDINARY HIGH SCHOOL, FIRST CLASS GRADE A, HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE.

48. (1) The details given below include a statement of the contents of each of the subjects of the courses for Interim First Class Grade B, Ordinary High School, First Class Grade A, and High School Specialists' certificates and Elementary certificates in Physical Culture. (2) The lists given below contain the names of books available for reference in the library of the Faculty of Education. From time to time the instructors will give directions as to the use of these reference books. All candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates, however, should supply themselves with copies of the books whose titles appear with asterisks. In certain cases where the book with asterisks is limited in the main to work of primary education, candidates for Interim Ordinary High School and Interim Class Grade A certificates will be recommended to supply themselves with additional or special books. The instructors concerned will make known the text-books to be used in the courses for Interim Specialists' certificates and Elementary certificates in Physical Culture.

Part I

HISTORY OF EDUCATION

49. (1) Candidates for First Class Grade B and Ordinary High School certificates will take the Course outlined below; the course for the former certificate will emphasize those topics that relate specially to the Elementary Schools, and that for the latter to the Secondary Schools, the course for the latter to be also of a more advanced character.

(2) The following are the main topics of the course.

A. A very brief discussion of the following topics; evolution of education in primitive society; oriental education; educational ideals of eastern and western nations compared; Greek life and civilization; old Greek education with Spartan education as its type; new Greek education with Athenian education as its type; the sophists and the great educational theorists, Socrates, Plato, and Aristotle; the idea of a liberal education; Roman life and civilization; Roman educational ideals and practices contrasted with those of Greece; great educational theorists, Cicero and Quintilian; the idea of a practical education; the education of the monastery and the castle; education in Charlemagne's empire and in England and Ireland; scholasticism and the rise of the universi-

ties; the Renaissance and the rise of humanism; educational significance of the Renaissance; the work of Petrarch, Vittorino da Feltre, Erasmus, Melancthon, Ascham, and Sturm; Luther and elementary education; the Jesuits and the Teaching Orders; realism and science in education; types of education represented by Montaigne, Milton, Locke, and by Bacon, Ratke, and Comenius.

B. A discussion of the following topics from the standpoint of their relation to present-day educational problems and practice: education according to nature; development of the new ideal in Rousseau; the psychological ideal in education as represented in the work of Pestalozzi, Herbart, and Froebel; the scientific movement as represented by Spencer; the present movement in education for social efficiency.

C. A brief survey of the development of public education in Great Britain, the United States, and Ontario.

D. A discussion of present-day tendencies in educational administration and organization in Ontario.

Books of Reference:

Adamson, *Pioneers of Education.*
Monroe, *A Brief Course in the History of Education.*
* Ontario Normal School Manual, *History of Education.*
Parker, *History of Modern Elementary Education.*

SCIENCE OF EDUCATION

50. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, CI, II, III, V, D, and E; candidates for Interim Ordinary High School certificates will take sections A, B, CI, II, IV, V. D, E, and either F or G.

(2) The following are the main topics of the course:

A. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

B. *General Method.*—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

C. *Educational Psychology*—

1. The original nature of man, including a study of heredity, instinct, and capacities.

II. The psychology of the learning processes, including the study of habit, rates of learning, practice, fatigue, memory, etc.

III. The psychology of typical elementary school branches: reading, writing, spelling, and arithmetic; standard scales for their measurement.

DETAILS OF COURSES—PART I—*Cont.*

IV. The psychology of typical high school branches: geometry, algebra, foreign languages, and art; standard scales for their measurement.

V. Intelligence, its nature and measurement, including a study of the Binet-Simon tests and those which correlate highly with general intelligence; individual differences in intelligence.

D. *Child Study.*—The aims, methods, and results of child study.

E. *Principles of Education.*—The nature and aims of education; the control of education by the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

F. *Educational Classics.*—The study in class of certain educational classics selected from the following list: Quintilian, De Oratore; Vergerius, De Ingenuis Moribus; Milton, Tractate on Education; Locke, Some Thoughts concerning Education; Rousseau, Emile; Pestalozzi, How Gertrude Teaches Her Children; Herbart, The Science of Education; Froebel, The Education of Man; Spencer, Education—Intellectual, Moral and Physical; Dewey, Democracy and Education.

G. Education according to the Utopias: The study in class of certain Utopias selected from the following: Plato, Republic; More, Utopia; Bacon, New Atlantis; Morris, News from Nowhere; Wells, A Modern Utopia; Wells, New Worlds for Old.

Books of Reference:

Dewey, *Democracy and Education.*
Drummond, *The Child.*
James, *Talks to Teachers on Psychology..*
Judd, *Psychology.*
Kirkpatrick, *Fundamentals of Child Study.*
McDougall, *Psychology.*
Ontario Normal School Manual, *Science of Education.*
Pintner and Paterson, *A Scale of Performance Tests.*
Raymont, *Principles of Education.*
Ruediger, *Principles of Education.*
Sandiford, *Mental and Physical Life of School Children.*
Terman, *The Measurement of Intelligence.*
Thorndike, *Education, a First Book.*

SCHOOL MANAGEMENT.

51 (1) Candidates for First Class Grade B certificates will take sections A and B. In this case the discussion of the topics in section B will have reference to Public, Separate, and Grade C Continuation Schools.

Candidates for Ordinary High School certificates will take sections A and B. In this case the discussion of the topics in section B will have reference to High and Continuation Schools.

For both classes of students the discussion of the topics in section A will be very brief.

DETAILS OF COURSES—PART I—*Cont.*

Candidates for First Class Grade A certificates will take section B. In this case the instruction in section B will have reference to the types of schools represented in the course in which the candidates are registered.

(2) The following are the main topics of the course:

A. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural and technical schools, schools for subnormal children, defectives, and delinquents.

B. School sites and surroundings; school buildings; construction, caretaking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations in so far as they refer to the duties of school boards, teachers, and pupils. This will be understood to include in addition the following: Public School Act, sects. 6, 7, 8, 9, 49-54, 59, 63, 66, 70-88, 101, 113, 116; Department of Education Act, sect. 28; Instructions 12, 13.

DETAILS OF COURSES—PART II.

Books of Reference:

**Regulations and Courses of Study for the Public, High and* Continuation Schools of Ontario.
*Ontario School Acts, and Public Health Act.
*Ontario Normal School Manual: *School Organization and Management.*
Bagley, *Class Management.*
Landon, *Principles and Practice of Teaching and School Management.*
White, *School Management.*

Part II

SPECIAL METHODS

41. Having due regard to the certificate for which each student may be a candidate, the courses in Special Methods are intended to prepare the student for his observation and practice-teaching in the various practice-schools of the Faculty of Education and for his subsequent teaching in the schools of Ontario, by leading him to adjust his work in each subject to the principles of General Method. To this end each course in Special Method will be introduced by a few lectures on the application of the principles of General Method to the teaching of the special subject. The lectures which follow will deal with the topics that appear under each subject below, and in particular with the selection and organization of the subject-matter of said subject for the various Public and Separate, Continuation or High School forms and grades, as the case may be. In the illustration of the methodology those topics of the school courses which are most difficult of presentation will be emphasized. The principle of the correlation of studies will be one of the most important topics in each of the courses in methods. The lectures will have always in view the provisions of the Ontario Public and Separate, Continuation, and High School courses of study.

READING

42. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, C, and D; candidates for Interim First Class Grade A certificates (Course I) will take section B; candidates for Interim Ordinary High School certificates will take sections A, C and D.

(2) The following are the main topics of the course:

A. Introductory: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; a brief synopsis of the history of reading; the problems of reading as exemplified through present-day investigations.

B. The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols;

constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The problem of primary reading; the various methods of teaching beginners to read; merits and defects of each; the combination method as outlined in the primary reading manual; devices for securing rapid word-recognition and for fixing attention upon the thought and feeling as well as upon word forms.

C. The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

The problem of primary reading; the various methods of teaching this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g. The Courtis Standard Test in Reading.

Books of Reference:

*Public School Manual, *Primary Reading.*
*Ontario High School Reader.
Huey, *The Psychology and Pedagogy of Reading.*

LITERATURE

43. (1) Candidates for Interim First Class Grade B certificates will take section A, and section B as far as applicable to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take section B.

(2) The following are the main topics of the course:

A. The standards of good literature; the selection of subject matter; the extensive and intensive study of literature; the importance and the method of memorizing selections; the methods of using the *Golden Rule Books.*

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography and the experience of the pupils have a place here; preliminary reading of the selection; the main thought of the lesson grasped and the main feeling of the lesson impressed through a reading of it; the analysis of a selection into its wider thought elements and feeling elements, and the analysis of these again into their elements; the place of explanation of words and phrases; final synthesis; final reading of the selection; the necessity for some form of self-expression; common faults on the part of both pupil and teacher and their correction; criticism by teacher and pupils.

DETAILS OF COURSES, PART II—*Cont.*

Examinations: Difficulties of examining in literature; specimen examination questions and discussion of their suitability.

B. The standards of good literature; its value in the High School course; the principles followed in Ontario and elsewhere in arranging literature for Continuation and High Schools; books suitable for intensive study in the various forms or grades of the Lower and Middle School; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; High School examinations in literature; supplementary reading in the High School; its importance, selection of books, testing of reading.

C. A review of the course outlined in Secton B with special reference to the teaching of literature in the Middle School.

Books of Reference:

*Public School Manual: *Literature, The Golden Rule Books.*
MacClintock, *Literature in the Elementary School.*
Arlo Bates, *Talks on the Teaching of Literature.*
Bolenius, *Teaching Literature in the Grammar Grades and the High School.*
Carpenter, Baker, and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*

GRAMMAR

44. (1) Candidates for Interim First Class Grade B certificates will take sections A, B, and C; candidates for Interim Ordinary High School certificates will take sections A and C.

(3) The following are the main topics of the course:

A. Introductory: The meaning of English Grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with Composition.

B. Stages and Methods: The sentence; value of function; the parts of speech and their classification; inflection, use and value of the remaining inflections, substitutes for inflection; rules of syntax, their value; treatment of false syntax; use of grammatical terminology; definitions, their value, how to be applied; analysis and parsing; aim and value of elementary etymology, the derivation and composition of words. Methods of dealing with the above topics in the first presentation and in review on Forms IV-V of the Public School and in Grade C Continuation Schools.

C. Consideration of the content and value of the course in grammar in Continuation and High Schools: The work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; advantages and limitations of the inductive method in teaching grammar in Continuation and High Schools; methods of conducting instruction in

grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

Books of Reference:

*Public School Manuals, *Grammar.*
Carpenter, Baker and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*

COMPOSITION

A. Introductory: The value of language training; the constructive and the interpretative phases of the study of English; present-day tendencies in the teaching of composition.

B. Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work; the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written compositon; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

C. The principles to be followed in arranging a High School course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the High School Course; importance of oral composition; sources of material; class procedure.

D. A review of the course outlined in section C with special reference to the teaching of composition in the Middle School of the High School.

Books of Reference:

* Public School Manuals, *Composition and Spelling.*
Carpenter, Baker, and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*

DETAILS OF COURSES, PART II—*Cont.*

SPELLING

46. (1) Candidates for First Class Grade B and First Class Grade A (Course I) certificates will take the course in Spelling.

(2) The following are the main topics of the course:

Introductory: The problem of spelling; a brief historical study of spelling to note (a) its varying relationships to the other subjects of the curriculum, (b) The changes in content, and (c) the improvement in method; a summary of the reports of recent investigations in the subject of spelling.

Materials: General principles of selection of material for spelling; different bases for grouping words for the purpose of spelling; number of words per lesson; the place and relative value of other subjects, the spelling book, grade lists, class lists, and individual lists in providing material for the spelling lesson.

Lesson Procedure: Assignment. Necessity for the close association of meaning, pronunciation, and form in spelling; how the meaning of the word should be developed; various devices for impressing the form of the word, e.g., visualization, oral spelling, transcription, syllabication, use of dictionary, word-building, word-grouping, etc.

Tests. Relative merits and defects of the oral and the written tests.

Detection of errors; relative merits and defects of the following means: by teacher, self-detection, by monitors, one pupil examining the work of another pupil.

Correction of errors; causes of incorrect spelling; the common type of error; prevention versus correction; methods of correcting errors.

The use of dictionaries.

Spelling tests, e.g., The Courtis Standard Test in Spelling.

Practical exercises in Spelling.

Books of Reference:

* Public School Manuals, *Composition and Spelling.*
Suzzallo, *The Teaching of Spelling.*
Annandale, *The Concise Imperial Dictionary.*

HISTORY.

47. (1) Candidates for Interim First Class Grade B certificates will take Section A and Section B as far as it refers to Lower School work; candidates for Interim First Class Grade A certificates (Course I) will take Section A; candidates for Interim First Class Grade A certificates (Course II) will take section C; candidates for Interim Ordinary High School certificates will take Section B.

(2) The following are the main topics of the course:

A. Introductory: The scope of history; the special value of Canadian and British history; the proper perspective in the development of the subject; what makes an event important.

DETAILS OF COURSES, PART II—*Cont.*

Stages and Methods: The picture and story stage; the information stage, an introduction to history proper with emphasis on biographical and social aspects; the reflective stage; the study of causal relations and of the origin, development, and inner life of institutions.

The recitation, its forms and purpose; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; oral and written work; use of pictures, maps, readers, source books, text-books, and current journals and periodicals.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:

History of aborigines; current history; history of pioneers; local history.

Characteristics of peoples.

Biography: Selection of suitable biographies for pupils of different grades.

Epochs: Systematic chronological study of history.

Civics.

Supplementary material: Significance and value of the flag. The causes and significance of the present great war.

Illustration of the methods of conducting instruction in history in lesson on topics selected from British and Canadian history as prescribed for the Public Schools and Grade C Continuation Schools.

B. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

C. A review of the course outlined in Section B with special reference to the teaching of Middle School history.

Books of Reference:

* Public School Manuals, *History.*
Bourne, *The Teaching of History and Civics.*
Johnson, *The Teaching of History.*
Macpherson, *Visual Aids in the Teaching of History.*
The Committee of Seven, *The Study of History in Schools.*

SEMINAR IN ENGLISH AND HISTORY.

48. (1) In addition to the courses in English and History for Interim Ordinary High School certificates, students in attendance who are candidates for Interim High School Specialists' certificates in English and History or Moderns and History will take the seminar in English and History.

(2) The following are the main topics for discussion in the seminar:

DETAILS OF COURSES, PART II—*Cont.*

ENGLISH:

(*a*) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(*b*) A discussion of the organization of the course in English throughout the various forms of the High School.

(*c*) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Bolenius, *Teaching Literature in the Grammar Grades and High Schools.*
Carpenter, Baker and Scott, *The Teaching of English.*
Chubb, *The Teaching of English.*
Hosic, *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, U.S. Bureau of Education).
Articles in "The English Journal."

HISTORY:

(*a*) A study of topics difficult of presentation in the prescribed history.

(*b*) A discussion of the courses in History that are adapted to pupils of various ages, and of the corresponding methods of teaching.

(*c*) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Allen, *The Place of History in Education.*
Johnson, *The Teaching of History.*
Keatinge, *Studies in the Teaching of History.*
Langlois and Seignobos, *Introduction to the Study of History.*
Dunn, *Social Studies in Secondary Education* (Bulletin No. 26, 1916, U.S. Bureau of Education.
Articles in "The History Teacher's Magazine."

ARITHMETIC

49. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, and D; candidates for Interim First Class Grade A (Course I) certificates will take Sections A and B.

Candidates for Interim Ordinary High School certificates will take sections C and D.

(2) The following are the main topics of the course:

A. Introductory: A brief study of present-day movements in arithmetic; the fundamental changes in the purposes and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number, the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

B. Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

The various arithmetical operations and their application, with special stress upon the methodology of the elementary work:—

Counting, addition, subtraction, multiplication, division; use of tables; order of exercises; tests.

Tests: Arithmetic tests, e.g.., the Courtis Standard Test in Arithmetic.

C. Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed: measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

D. Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic; how to make topics like discount, stocks, exchange, etc., concrete to the pupil. Use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration, the application of arithmetic to space relations, theoretical and practical methods of obtaining formulae, practical problems to show the use of these formulae. The necessity of models in teaching mensuration.

Books of Reference:

* Public School Manuals, *Arithmetic.*
McMurry, *Special Method in Arithmetic.*
Schultze, *The Teaching of Secondary Mathematics.*
Smith, *The Teaching of Elementary Mathematics.*
Suzzallo, *The Teaching of Primary Arithmetic.*
Young, *The Teaching of Mathematics.*

DETAILS OF COURSES, PART II—*Cont.*

ALGEBRA

50. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section B.

(2) The following are the main topics of the course:

A. Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached coefficients; classes of simple equations; symmetry and its applications in elementary algebra; square root and its method of dealing with problems and the object to be kept in view in their solution; verification of results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

B. The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Books of Reference:

Schultze, *The Teaching of Secondary Mathematics.*
Smith, *The Teaching of Elementary Mathematics.*
Young, *The Teaching of Mathematics.*

GEOMETRY

51. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Interim Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take section B.

(2) The following are the main topics of the course:

A. Practical geometry to precede the theoretical;; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of de-

monstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

B. The method of dealing with the more important propositions and exercises in the remainder of the authorized text.

Books of Reference:

Schultze, *The Teaching of Secondary Mathematics.*
Smith, *The Teaching of Elementary Mathematics.*
Young, *The Teaching of Mathematics.*

SEMINAR IN MATHEMATICS

52. (1) In addition to the courses in Mathematics prescribed for the Interim Ordinary High School certificate the student who is a candidate for an Interim High School Specialist's certificate in Mathematics will take the seminar in Mathematics as defined below, and the student who is a candidate for an Interim High School Specialist's certificate in Mathematics and Physics will take the seminar in Mathematics, together with such portions of the seminar in Science as the instructors therein may direct.

(2) The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, the theory of parallel lines, etc.; examinations in Mathematics· their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell, *A Foundation Study in the Pedagogy of Arithmetic.*
Fink, *A Brief History of Mathematics.*
Schultze. *The Teaching of Secondary Mathematics.*
Smith, *The Teaching of Elementary Mathematics.*
Young, *The Teaching of Mathematics.*
Articles in "School Science and Mathematics."

GEOGRAPHY

53. (1) Candidates for Interim First Class Grade B certificates will take Sections A, B, C, D and E; candidates for Interim Ordinary High School certificates will take sections A, C, D and E; candidates for Interim Grade A (Course I) certificates will take sections B and C.

(2) The following are the main topics of the course:

A. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

B. Elementary Geography: Method of treatment; home geography; observation work; excursions for the study of local geography; definitions.

C. Regional Geography: Maps, different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

D. Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

E. Physical Geography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

*Public School Manual, *Geography.*
Wallis, *The Teaching of Geography.*
Chisholm, *Handbook of Commercial Geography.*
Lake, *Physical Geography.*
Andrew, *A Text-book of Geography.*

NATURE STUDY

54. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take Sections A, B, and C.

(2) The following are the main topics of the course:

A. The scope of nature study; relation to other subjects of the course of study for Public Schools; various aims; relation of nature study to rural life; books on nature study.

B. Material of nature study; distribution of time between formal lessons and observational work; methods of conducting observational work; records of periodical natural phenomena; collections, excursions, aquaria, vivaria; use of books, charts, pictures, museum specimens, etc., school museum.

C. The methods of conducting instruction in Nature Study discussed and illustrated in lessons on topics difficult of presentation.

Books of Reference:

*Public School Manual. *Nature Study.*
Bailey, *The Nature Study Idea.*
Comstock, *Handbook of Nature Study.*

DETAILS OF COURSES, PART II—*Cont.*

ELEMENTARY SCIENCE

55. (1) Candidates for Interim First Class Grade A (Course I) and Grade B certificates will take this course.

(2) The course in Elementary Science is an extension of the course in Nature Study into more formal work in Science and a preparation for the still more formal work in the Physics and Chemistry of the Middle School course and the Biology of the Upper School course

(3) The following are the main topics of the course:

Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons on subjects difficult of presentation.

Books of Reference:

*High School Manual, *Suggestions for Teachers of Science.*
Burland: *First Course in Zoology.*
Woodhead, *The Study of Plants.*
Gregory and Simmons, *Lessons in Science.*

SCIENCE

56. (1) Candidates for Ordinary High School certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section B.

(2) The following are the main topics of the course:

A. The course in Elementary Science prescribed under that heading.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements: with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of

liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: Relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

*High School Manual, *Suggestions for Teachers of Science.*
Twiss, *Principles of Science Teaching.*
Lloyd and Bigelow, *The Teaching of Biology.*
Smith and Hall, *The Teaching of Chemistry and Physics.*

SEMINAR IN SCIENCE

57. (1) In addition to the course in Science prescribed for Interim Ordinary High School certificates, candidates for Interim High School Specialists' certificates in Science will take the seminar in Science.

(2) The following are the main topics of the course:

Manipulation: Practice with the apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: Geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

DETAILS OF COURSES, PART II—*Cont.*

Books of Reference:

Davis, *Natural History of Animals.*
Ganong, *The Teaching Botanist.*
Ganot, *Text-book in Physics.*
Kerner, *Natural History of Plants.*
Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.
Mann, *The Teaching of Physics.*
Mellor, *Modern Inorganic Chemistry.*

CLASSICS (LATIN AND GREEK)

58. (1) Candidates for Interim First Class Grade B certificates will take Sections A and B; candidates for Interim First Class Grade A (Course II) certificates will take Section C; candidates for Interim Ordinary High School certificates will take Sections A and D.

(2) The following are the main topics of the course:

A. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

B. Pronunciation; oral reading, sight reading, and English translations of the first reading lessons in the Ontario High School Latin or Greek Book; general principles of word-structure and sentence-structure; word order; special topics of inflection and syntax included in the earlier lessons of the Latin and Greek Book; methods of teaching the parts of a lesson. the subject matter ,the vocabulary, and the exercises.

C. Oral reading, sight reading, and English translation prescribed for Normal Entrance or Pass Matriculation; special topics of inflection and syntax included in the later lessons of the Latin and Greek Books.

D. Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett, *The Teaching of Latin.*
Chickering and Hoadley, *Beginner's Latin by the Direct Method.*
Crawford, *On Pronouncing Latin.*
Hale, *The Art of Reading Latin.*
Westaway, *Quantity and Accent in the Pronunciation of Latin.*
Bristol, *The Teaching of Greek.*
Thompson, *Homeric Grammar.*
Goodwin, *Greek Grammar.*
Goodell, *Greek Grammar.*
Arnold, *On Translating Homer.*

DETAILS OF COURSES, PART II—*Cont.*

THE SEMINAR IN CLASSICS

59. (1) In addition to the work in Classics required from candidates for Interim Ordinary High School certificates, students who are candidates for Interim High School Specialists' certificates in Classics will take the seminar in Classics.

(2) In the Seminar in Classics topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The Teaching of Horatian metres. The poetic art of Horace. The translating of Horace into English prose. The use of metrical versions. Certain Asclepiadean odes. The national odes. Horace's treatment of religion, death, friendship, and fortune. The selection of "fine lines." The complete teaching of an ode of Horace. The appropriate commentary.

The teaching of Vergil in an honour class. The difficulties in translating Cicero. What T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The Direct Method in Latin and Greek.

Books of Reference:

Bennett and Bristol, *The Teaching of Latin and Greek.*
Johnson, *Pamphlets on the Teaching of Caesar and Vergil.*
Hale, *Pamphlets on the Art of Reading Latin.*
Articles in the 'Classical Journal."

FRENCH AND GERMAN

60. (1) Candidates for First Class Grade B certificates will take sections A, C, E, F, G (*a*), H (*a*). The instruction in this course will be limited to the French language.

Candidates for Ordinary High School or First Class Grade A certificates (Course II) will take the whole course as outlined. The instruction in this course will be based upon the French or the German language as the candidate may elect.

(2) The following are the main topics of the course:

A. Introductory: Importance of the study of a modern language; aims of the study; general instructions in regard to conducting classes with the purpose of helping the student to profit from observation lessons.

B. History of methods; consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural method; the Reading method; the Psy-

chological method of Gouin; the Direct method as used at present in Great Britain and other countries.

C. Study of Methods: A comparison of methods in view of the present conditions in the schools, e.g., the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

D. Pronunciation: Study of phonetics; the international phonetic alphabet; phonetic texts and dictionaries; drill in pronunciation; oral work; conversation.

E. Elementary Classes: Classes conducted without a text-book; the study of sounds; conversation lessons; how to make use of the objects of the classroom, pictures, and drawings; value of unison work; variety and interest; dictation; note-books and their correction; books and pictures; necessity for thorough drill.

F. Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

G. Special review lessons upon certain topics in Grammar as follows: (*a*) Elementary Grammar, covering the work done in the Lower School of the High School or in Grade C Continuation School. (*b*) More advanced Grammar, covering the work done in the Middle School of the High School, or in Grade A or Grade B Continuation School.

H. Translation into English; when to introduce a Reader; the grammatical preparation necessary; idiomatic translation; methods of conducting the recitation. Special consideration of selected passages from the texts as follows: (*a*) The portion of the French Reader usually studied in the Lower School of the High School and in Grade C Continuation School. (*b*) The Authors prescribed for Junior Matriculation.

I. Advanced work to be based on models; free reproduction; original essays by the pupil; writing of letters; methods of correction; training in the use of the dictionary and of other aids.

J. Bibliography: Students will be furnished with the addresses of the best houses which publish books of interest and value to the teacher. Lists will be given of the best books regarding grammar, oral work, pronunciation, manners, customs; dictionaries and general literature.

Books of Reference:

Jespersen, *How to Teach a Foreign Language.*
Brebner, *Teaching of Modern Languages in Germany.*
Bahlsen, *Teaching of Foreign Languages.*
Breul, *Teaching of Modern Languages.*
Savory and Jones, *Sounds of the French Language.*
Dumville, *French Pronunciation.*
Vietor: *German Pronunciation.*
Heath, *Report of the Committee of Twelve.*
Bagster-Collins, *The Teaching of German.*

DETAILS OF COURSES, PART II—*Cont.*

SEMINAR IN FRENCH AND GERMAN

61. (1) In addition to the work in French or German required from candidates for the Interim Ordinary High School certificate, candidates for the Interim High School Specialist's certificate in French and German or in Moderns and History will take this seminar.

Having regard to conditions in the High Schools, the discussions in this seminar will have reference in the main to the French language.

(2) The seminar will lay special stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Methods illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subects.

Books of Reference:

Bagster-Collins, *German in Secondary Schools*
Bahlsen, *Teaching of Modern Languages.*
Brebner, *Method of Teaching Modern Languages in Germany.*
Dumville, *French Pronunciation.*
Geddes, *French Pronunciation.*
Gouin, *The Teaching and Studying of Languages.*
Jespersen, *How to Teach a Foreign Language.*
Rippman, *Elements of Phonetics.*
Savory and Jones, *Sounds of the French Language.*
Sweet, *Practical Study of Languages.*
Walter: *Zur Methodik des neusprachlichen Unterrichts.*

VOCAL MUSIC

62. (1) Candidates for Interim First Class Grade B, First Class Grade A, and Ordinary High School certificates will take this course. For candidates for High School certificates the instruction will be of a more advanced character.

(2) The course will be both practical and theoretical and will include:

Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

DETAILS OF COURSES, PART II—*Cont.*

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds, with the various combinations of these in simple and compound double, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of the registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in all the school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing, action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

*Cringan, *The Educational Music Course.*
Cringan, *Teacher's Handbook of Tonic Sol-fa System.*
Curwen, *The Standard Course.*
Curwen, *The Teacher's Manual.*
Hardy, *How to Train Children's Voices.*
Mason, *How to Teach the Staff Notation.*
Hulbert, *Breathing for Voice Production.*

MANUAL TRAINING

63. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

The place and purpose of manual training in the curriculum; its relation to the work of the Public School and of the High School, and to industrial education; the relation of educational value to practical utility. Class organization and management.

The equipment for urban and rural schools.

DETAILS OF COURSES, PART II—*Cont.*

Typical forms of constructive work suitable to Forms I, II, and III of the Public School, such as elementary work in paper and cardboard, weaving, and modelling; the use of such exercises in the expression of the child's ideas and in correlation with the other subjects of the curriculum.

Modelling: Materials used, modelling natural forms, modelling as a means of expression, its use in the teaching of geographical concepts and primary reading, also of drawing and design.

Work suitable to Forms IV and V: Advanced cardboard work, portfolio, book-binding, picture mounting.

Mechanical drawing: Its use its relation to freehand drawing and to perspective; simple exercises for practice, plans and blue-prints.

Woodwork: The workshop, tools, and materials; how to take care of tools and keep them in order; woods suitable for manual training work; designing; a short course in bench-work.

Books of Reference:

*Public School Manual: *Manual Training.*
Baxter, *Paper and Cardboard Construction.*
Dobbs, *Primary Handwork.*
Lester, *Claywork.*
Noyes, *Handwork in Wood.*
Prang, *The Manual Arts for Elementary Schools.*

HOUSEHOLD SCIENCE

64. (1) Women students who are candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take the course given below.

(2) The following are the main topics of the course:

Introductory: The scope of Household Science.

Equipment: The equipment for urban and rural schools.

The House: Purpose; location; general ideas concerning use and furnishing of rooms; methods of cleaning, including principles of laundering.

Foods: Elements of food required by the body; sources, food value, and digestion; analysis of common foods; milk, eggs, meat, fruit, vegetables, cereals; effect of heat on these, as to food value, digestibility and flavour.

The principles of feeding during infancy and childhood.

Cookery: Principles of combustion; construction and care of stoves; fuels; principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling, frying, baking; food combinations; flour mixtures; lightening agents used in these; table service; preparation and serving of school lunches.

DETAILS OF COURSES, PART II—*Cont.*

Bacteriology: Occurrence and nature of bacteria; sanitation, necessity for cleanliness, care of plumbing, disposal of waste, methods of disinfection; preservation of foods.

Home Nursing: The ideal sick-room, having regard to location, furnishing, ventilation, heating, care of the patient, having regard to bath, bed, clothing and food.

Hand Sewing: General rules for sewing; study and application of different stitches, seams, and hems; button-holes and sewing on buttons; repairing, darning, and patching.

Textiles: Study of four principal fibres: cotton, linen, wool and silk; their properties in relation to use; names, kinds, widths and prices of common materials; adulteration of materials.

Organization and management of class in household science; methods of teaching household science.

Books of Reference:

*Ontario Public School Manuals: *Household Management, Sewing, Household Management for Rural Schools.*
Greer: *Food and What it Does.*
Jones: *Lessons in Elementary Cooking.*
Daniels: *Furnishings of a Modest Home.*
Walker: *Manual of Needlework and Cutting-Out.*
Lincoln, *The School Kitchen.*

WRITING.

66. (1) Candidates for Interim First Class Grade B and Interim First Class Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:

Methods: Various styles of penmanship, their advantages and their disadvantages, and their relative importance; the child's difficulties in mastering writing; the earliest lessons and the work preliminary to formal writing; the steps in the lessons and the standards in the intermediate and the senior grades; the materials to be used; the various writing movements and their value; relation of teaching lessons to home or seat exercises; right posture and penholding; the eye and its control of penmanship; importance of good writing materials; formal drills: various forms of movement drills, the best organization of these exercises; counting, its purpose, its use; relations of speed and accuracy; letter groups on the basis of movement; the proper formation of the small and capital letters and the figures; the chief defects in children's penmanship, their causes; detection and thorough correction; individual *versus* class errors;

treatment of pupils having some physical disability; uniformity of attainment in a class, its value, how fostered; prevention of scribbling; observing the conventional letter forms throughout the grades; formation of a characteristic hand; economizing time; use of standard charts for judging writing.

Practical exercises in writing.

Books of Reference:

*Ontario Public School Manual, *Writing.*
*The Ontario Writing Course.

ART

67. (1) Candidates for Interim First Class Grade B and Grade A (Course I) certificates will take this course.

(2) The following are the main topics of the course:
THEORY AND PRACTICE:

A. Representation: Freehand drawing in outline and in values: The use of the pencil, and of the brush; the drawing of straight lines, of circles and ellipses, of squares and rectangles; the drawing of common flat objects, such as grasses, leaves, plates, fans, a checkerboard; the drawing of simple objects in the flat only, such as toys, jars, trees, houses; the principles of freehand perspective as illustrated in the drawing of the cylinder and the cone, the rectangular prism and the square pyramid, and of common objects founded upon these simple models; the effect of light upon objects; the neutral value scale; the drawing of common objects in light and shade; the drawing of cast shadows; the principles of good composition; the drawing of groups of objects showing good composition; the drawing of simple landscapes; the illustrating of games, occupations, stories, quotations; pose drawing of children, the drawing of common birds and domestic animals.

Freehand drawing in colour: The use of water colours and coloured crayons; the making and applying of simple washes; the study of colour, the primary, secondary, and complementary colours; hues of colour; tones of colour; the graying of colours; colour harmony; the representation in colour of leaves, grasses, flowers, fruits, trees, and common objects; simple landscape drawing; illustration.

Exercises in time drawing, and in memory drawing.

Blackboard drawing; its importance to the teacher; rapid illustrative sketches in white, black, and coloured crayons on the blackboard and on large sheets of paper.

DETAILS OF COURSES, PART II—*Cont.*

Elementary mechanical perspective.

Elementary modelling in clay and plasticine.

B. Design and Lettering: The principles of rhythm, balance, and harmony in decorative design; the use of natural and geometric forms in design; the use of historic ornament in design.

The making of surface designs to be applied to useful purposes, such as borders, surface patterns, festival cards, menus, programme covers, book covers, posters, etc.

The carrying out of designs in neutral values and in colour.

The formation of single stroke letters and figures with the freehand.

Lettering with the freehand and with mechanical aids; the principles of good spacing; the formation of Gothic and of standard Roman capitals; modifications of them for decorative purposes; the study of school and home furnishing and decoration.

C. The Study of Masterpieces and of the History of Art: The study of pictures; the study of architecture; the study of sculpture. A concise outline of the history of art.

Methods: Methods of teaching art in the Public and Separate Schools.

Books of Reference:

* *Ontario Teachers' Manuals: Art.*
Prang's Art Education for High Schools.
Crane, *Line and Form.*
Cross, *Light and Shade.*
Dow, *Composition.*
Branch, *Design.*
Cross, *Colour.*
Norton, *Freehand Perspective and Sketching.*
Whitney, *Blackboard Drawing.*
Caffin, *Guide to Pictures.*
Sturgiss, *The Appreciation of Pictures, Architecture, Sculpture.*

HYGIENE

68. (1) Candidates for Interim First Class Grade B and Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

School and Home Hygiene: School sanitation; home sanitation; common facts of bacteriology; general instruction for the detection of

DETAILS OF COURSES, PART II—*Cont.*

communicable diseases; provisions of the Ontario Public Health Act and Regulations so far as they refer to pupils, teachers, and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology); framework of the body; spinal curvature, its causes; digestive system; foods; care of teeth; saliva. Physiology of respiration and circulation. Skin and other depuratory organs, hair, nails, bathing, clothing, etc. Muscles: relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and over-work; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

Physical Defects of the Eye: Affections of eyes due to improper school accommodations; colour blindness; tests for defective vision. Ear, nose, and throat troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:

**Ontario Public Health Act and Regulations.*
Allen, *Civics and Health.*
Gulick, *Hygiene Series.*
Martin, *The Human Body.*
Health Series of Physiology and Hygiene.

PHYSICAL CULTURE

69. (1) Candidates for Interim First Class Grade B certificates will take Section A; candidates for Ordinary High School Assistant's and Interim First Class Grade A (Course II) certificates will take Section B. Each of Sections A and Section B include the work for the Strathcona Grade B certificate.

(2) The following are the main topics of the course:

A. Effects of physical culture; its hygiene; general directions for exercises: simple exercises and positions; marching, running, jumping, and breathing exercises; the arrangement of the class (order movements); order and progression of exercises; the exercises in Series A, B, and C of tables 1-72 of *The Syllabus of Physical Exercises for Schools:* supplementary physical exercises; abdominal exercises; skipping exercises, dancing steps; indoor and outdoor games; classroom exercises; corrective exercises; dress suitable for the exercises; calisthenics and drill.

DETAILS OF COURSES, PART II—*Cont.*

Books of Reference:

**The Syllabus of Physical Exercises for Schools.*
Barton, *Physical Training.*
Bancroft, *Games for the Playground, Home, School, and Gymnasium.*
Kimmons, *Guild of Play Book, Parts I, II, III.*
Mari Hofer, *Popular Folk Games and Dances.*
Burchenal, *Dances of the People.*
Burchenal, *Folk Dances and Singing Games.*

B. PRINCIPLES: ((For men and women):

Anatomy: Bones, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: classification and description of movable joints; importance of joints. Muscles; varieties; origin, insertion, and action. Digestive system, stomach, liver, etc.; circulatory system, heart, arteries, veins, etc.; respiratory system; nervous system.

Physiology: Oxidation and waste, metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First aid to the injured; shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heat stroke, poisons, bandaging.

Practice: (For men only).

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands, elementary, Barton, miscellaneous; clubs, class club-swinging.

Elementary exercises on apparatus. Horse; vaults, flank, front, rear, screw, squat, straddle, wolf; mats, jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor games. Course to enable teachers to coach and referee the following games: basket-ball, indoor baseball, volley-ball.

Outdoor Athletics: Field and track sports.—Course to enable teachers to coach athletics and to direct athletic meets; starting, sprinting, running; broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget given.

Swimming: Elementary.

Mutual instruction in various exercises.

DETAILS OF COURSES, PART II—*Cont.*

Practice: (For Women Only).

Squad drill, marching tactics, wheeling, turnings.

Free hand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton, Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus; horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor athletic sports: Running races, gymnasium games, including basketball; school-room and playground games.

Dancing; technique of dancing; simplified athletic dances; folk dances and singing games; Old English country dances.

Swimming: Elementary.

Mutual instruction in various exercises.

Books of Reference:

**The Syllabus of Physical Exercises for Schools.*
Barton, *Physical Training.*
Bancroft, *Games for the Playground, Home, School, and Gymnasium.*
Corsan, *At Home in the Water.*
Chalif, *Chalif Text-book of Dancing.*
Burchenal, *Dances of the People.*
Burchenal, *Folk Dances and Singing Games.*

DEGREES IN PEDAGOGY.

Recent Statutes have made important changes in the former regulations as to the degrees in Pedagogy. The fee schedules have been readjusted; the courses themselves have been reorganized in sympathy with later movements in education, while they have also become more professional in purpose; and examinations have been divided into subjects to be taken in the same or different years; and, through the staff of the Faculty of Education, the University will give assistance in the form of suggestions as to reading to all candidates for the degrees.

By a joint arrangement with the Faculty of Education of the Universty of Toronto Summer Course of instruction for candidates for degrees n Pedagogy are offered as follows:

In the summer of 1919 in the Science of Education and in the History of Education at Queen's University.

In the summer of 1920 in Educational Psychology and in School Administration at the University of Toronto.

Candidates who have enrolled under the old course may transfer to the new courses outlined below with *pro tanto* standing for the examinations in which they have already passed.

DEGREE OF BACHELOR OF PEDAGOGY

The degree of Bachelor of Pedagogy (B.Paed) is granted to students in the Faculty of Education under the following conditions:—

1. The candidate shall hold (*a*) a degree in Arts or Science, not being an honorary degree, from a university in the British Dominions; and (*b*) a first class or High School Assistant's certificate granted by the Department of Education of Ontario, or a certificate of equal value.

2. The candidate shall pass examinations in the Science of Education, in Educational Psychology, in the History of Education and Educational Systems, and in Educational Administration and Organization.

BACHELOR OF PEDAGOGY

3. Before he completes the examinations for the degree the candidate shall submit certificates of at least two years' successful experience in teaching.

4. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is $10.

5. The examination shall be held in February at Queen's University or in any other locality in the province chosen by the candidate and approved by the Senate, provided the candidates thereat defray the cost of the local examination. The candidate shall send notice not later than the 1st of January of his intention to take the examination and of the locality he has chosen for such examination.

6. The fee is $10 for the full examination or $3 for each subject if taken separately. The fee for the degree is $20. All fees shall be paid to the Bursar with the application for registraton or examinaton as the case may be.

7. The work in each subject may be taken and will be examined on separately. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject and 66 per cent. of the aggregate of marks shall be awarded a degree with Second Class Honours. The condidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours.

A maximum of 50 per cent. of the marks for the final examination in any subject may be assigned on the report of the instructor on the work of the candidate in that subject at a summer session.

8. Subjects of Examination:

(The bibliographies given below are not obligatory; they are suggestive only).

(i) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

BACHELOR OF PEDAGOGY—*Cont.*

References:

Alexander, *A Short History of Philosophy.*
Bagley, *The Educative Process.*
Dewey, *The School and Society. The School and the Child.*
MacCunn, *The Making of Character.*
Mill, *Utilitarianism.*
Ruediger, *Principles of Education.*
Spencer, *Education.*
Watson, *Outlines of Philosophy.*

(ii) Educational Psychology. (Two papers.)

References:

Hall, *Aspects of Child Life and Education.*
James, *Psychology* (Briefer Course).
McDougall, *Physiological Psychology.*
Parker, *Methods of Teaching in High Schools.*
Pillsbury, *Essentials of Psychology.*
Sandiford, *Mental and Physical Life of School Children.*
Titchener, *Outlines of Psychology.*

(iii) The History of Education and Educational Systems. (Two papers.)

References:

Davidson, *Rousseau and Education according to Nature.*
De Garmo, *Herbart and the Herbartians.*
Fletcher and Welton, *Froebel's Chief Educational Writings.*
Freeman, *Schools of Hellas.*
Graves, *History of Education* (3 vols.).
Green, *Pestalozzi's Educational Writings.*
Monroe, *Textbook in the History of Education.*
Monroe, *Comenius.*
Monroe, *Source Book of the History of Education.*
Parker, *History of Modern Elementary Education.*
Wilkins, *Roman Education.*
Woodward, *Vittorino da Feltre.*

(iv) Educational Administration and Organization, including an examination of the outlines of the present-day educational systems of Germany, France, England, and the United States. (Two papers.)

BACHELOR OF PEDAGOGY—*Cont.*

References:

Bolton, *The Secondary School System of Germany.*
Brown, *American High Schools.*
Butler, *Education in the United States.*
Dutton & Snedden, *Administration of Education in the* United States.
Farrington, *The Public Primary School System of* France.
Farrington, *French Secondary Schools.*
Monroe, *Cyclopaedia of Education.*
Sandiford, (Ed.) *Comparative Studies of Educational Systems of Six Modern Countries.*
Seelev. *The Common School System of Germany.*

DEGREE OF DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy (D.Paed.) is granted to students in the Faculty of Education under the following conditions:

1. The candidate shall hold a degree in Arts or Science, not being an honorary degree, from a University in the British Dominions and a first class or High School assistant's certificate or its equivalent.

2. Before he completes the examinatitons for the degree, he shall submit evidence of at least three years' successful experience as teacher or inspector.

3. The candidate shall register in the Faculty of Education at least six months before he presents himself for examination. The fee for registration is $10.

4. After the examination of Feb., 1919, no candidate for the degree of Doctor of Pedagogy will be admitted to the examinations in any subject of the course who has not attended a Summer Course (or its equivalent) in that subject. But this section shall not apply to any candidate who had passed an examination in any subject of the course prior to May, 1918.

5. The candidate shall pass examinations in the Science of Education, Educational Psychology, the History of Education, and Educational Administration and Organization. He shall also submit on or before November 1st, a thesis on some educational

topic selected with the approval of the Faculty of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's answer papers and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with one hundred printed copies of the thesis.

6. The examination, which may be taken as a whole or separately in subjects, shall be held at such times and under such conditions as to date of application, place of examination, division of the examination, etc., as obtain with the Bachelor's degree.

7. Candidates who possess partial standing in the D.Paed. courses may, with the consent of the Council of the Faculty of Education, have that standing applied in qualification for the B.Paed. degree.

8. The fee for the whole examination is $10, and for each subject, when taken separately, $3. The fee for the degree is $25. All fees shall be paid to the Registrar with the applications.

9. Subjects of Examination.

(The bibliographies given below are not obligatory; they are suggestive only.)

(i) The Science of Education, including a study of the philosophical, ethical and sociological bases of education. (Two papers.)

References:

Adams, *The Evolution of Educational Theory.*

Bosanquet, *Education of the Young in Plato's Republic.*

Bosanquet, *The Philosophic Theory of the State.*

Cooley, *Human Nature and the Social Order.*

Croce, *Philosophy of the Practical* (trans. Ainslee).

Dewey, *Schools of To-morrow.*

Hayes, *Introduction to Sociology.*

Hobhouse, *Morals in Evolution.*

Wallas, *The Great Society, Human Nature in Politics.*

MacIver, *The Community.*

DOCTOR OF PEDAGOGY—*Cont.*

(ii) Educational Psychology. (Two papers.)

References:

Hall, *Adolescence*, 2 vols.
Pintner and Patterson, *A Scale of Performance Tests.*
Huey, *Psychology and Pedagogy of Reading.*
James, *Principles of Psychology*, 2 vols.
Judd, *Psychology of High School Subjects.*
Ladd & Woodworth, *Elements of Physiological Psychology.*
MacDougall, *Social Psychology.*
Terman, *The Measurement of Intelligence.*
Rugg, *Statistical Methods Applied to Education.*
Thorndike, *Educational Psychology*, 3 vols.

(iii) The History of Education and Educational Systems from 1800 to the present day, with special reference to Germany, France, Great Britain, the United States, and Ontario. (Two papers.)

References:

Balfour, *The Educational Systems of Great Britain and Ireland.*
Birchenough, *History of Elementary Education in England and Wales.*
Brown, *The Making of our Middle Schools.*
Coleman, *Public Education in Upper Canada.*
Dexter, *History of Education in the United States.*
Farrington, *The Public Primary School System of France.*
Farrington, *French Secondary Schools.*
Findlay, *Arnold at Rugby.*
Fletcher & Welton, *Froebel's Chief Educational Writings.*
Graves, *History of Education* (Vol. 3).
Green *Pestalozzi's Educational Writings.*
Green, *Life and Work of Pestalozzi.*
Herbart, *Outlines of Education Doctrine* (*Lange and De Garmo*).
Monroe, *Textbook on the History of Education.*
Parker, *History of Modern Elementary Education.*
Paulsen, *German Education Past and Present.*
Putman, *Egerton Ryerson and Education in Upper Canada.*
Russell, *German Higher Schools.*
Spencer, *Education.*

DOCTOR OF PEDAGOGY—*Cont.*

Candidates are also advised to consult, if accessible, the following:—

The Special Reports of the English Department of Education.

The Reports of the United States Commissioner of Education.

The Reports of the Minister of Education for Ontario.

Monroe's Cyclopedia of Education; Hodgins' Documentary History of Education in Upper Canada; Canada and its Provinces, vol. xviii.

(iv) Educational Administration and Organization in Germany, France, England, and the United States, and with special reference to the administration and organization of education in Ontario. (Two papers.)

References:

Brown, *The Training of Teachers for Secondary Schools.*

Burstall and Douglas, *Public Schools for Girls.*

Cubberly, *Public School Administration.*

Farrington, *The Public Primary School System of France.*

Farrington, *French Secondary Schools.*

Johnson, *High School Education.*

Kandel, *Elementary Education in England.*

Kandel, *The Training of Elementary Teachers in Germany.*

Monroe, *Secondary Education.*

Norwood and Hope, *Higher Education of Boys in England.*

Ontario, The Acts Regulations, Instructions of the Department of Education.

Snedden, *Problems of Secondary Education.*

Sandiford (Ed.), *Comparative Studies of Educational Systems of Six Modern Countries.*

Sandiford, *The Training of Teachers in England and Wales.*

Seath, *Education for Industrial Purposes.*

Strayer and Thorndike, *Educational Administration, Quantitative Studies.*

Candidates are advised to consult, if accessible, the Special Reports of the Board of Education for England; the Reports of the United States Commissioner of Education, the Reports of the Minister of Education for Ontario, and Monroe's Cyclopaedia of Education.

LIBRARY FACILITIES FOR GRADUATE STUDENTS

Graduate students registered for degrees in Pedagogy may borrow from the University Library any books required in their work with the exception of dictionaries, encyclopedias, and other volumes not ordinarily loaned.

Graduate students, desiring to obtain books from the Library are required to make with the Librarian a deposit of $2 for one book, $4 for two books, and $5 for three. Books may be exchanged as often as the borrower wishes; and when all are returned, the deposit, less the amount spent for postage, will be repaid on request. No fee is charged for the use of the Library.

All communications concerning books and deposits must be addressed to The Librarian, Queen's University, Kingston, Ontario.

SUMMER COURSES

By a joint arrangement with the Faculty of Education of the University of Toronto, summer courses for candidates for degrees in Pedagogy are offered as follows:—

In the summer of 1918, in School Administration and in Educational Psychology at the University of Toronto.

In the summer of 1919 in the Science of Education and in the History of Education at Queen's University.

The Faculty of Education also offers for extra-mural candidates for First Class and High School Assistants' certificates courses in the subjects for these examinations. For further information apply to The Secretary, The Faculty of Education, Queen's University.

The giving of these courses is conditional upon a sufficient number of applications being received.